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ABSTRACT

This document is an orientation manual for the Career Ladder Counselor Evaluation System, a part of the Tennessee Career Ladder Better Schools Program. The evaluation system for guidance counselors was developed by using the best ideas from educational research and from counselors in Tennessee. The system was field tested in the fall of 1985. Described and contained in this report are: (1) fundamental beliefs and principles; (2) levels of the career ladder; (3) domains of competence; (4) competencies and indicators; (5) multiple data sources; (6) evaluation processes for Levels II and III; (7) visits by evaluators; (8) peer nomination forms; (9) professional development and leadership summary forms; (10) the Tennessee Career Ladder Test; (11) scoring and equating the test; (12) notification of results; (13) rights of the counselor; (14) evaluation system instruments; (15) a glossary of terms; and (16) a list of career ladder personnel. (LMO)

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TENNESSEE CAREER LADDER BETTER SCHOOLS PROGRAM

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COUNSELOR ORIENTATION MANUAL

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INTRODUCTION

The Better Schools Program has brought Tennessee recognition as a leader in educational reform. The Career Ladder Program for educators is an important part of the Better Schools Program. Evaluation systems for classroom teachers, assistant principals, principals, and supervisors have already identified over seventeen hundred outstanding educators in our state. Progress and improvements continue to be made in the program. We are pleased to be able to present to you another important part of the Career Ladder Program - an evaluation system for guidance counselors. This evaluation system was developed by using the best ideas from educational research and from counselors in Tennessee. The evaluation system was field tested in the fall of 1985. The evaluation system presented in this handbook includes results from examination of the field test data and incorporates suggestions from field test candidates, evaluators and other counselors.

It is with pride in our profession that we give to you the Counselor Orientation Manual. It has information about the Career Ladder Program and about the evaluation process for counselors.

We have put everything you will need to know about the counselor evaluation process in one manual. We are excited about this new manual. Most importantly, we are eager to work with you to continue making education in Tennessee the best for our teachers, guidance counselors, students and communities.

Robert L. McElrath
Commissioner of Education

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FUNDAMENTAL BELIEFS AND PRINCIPLES

INTRODUCTION

The Career Ladder Counselor Evaluation System is constructed upon fundamental beliefs and principles of the education profession. Below are stated the fundamental beliefs about the evaluation program, counselors, evaluators, evaluation process and procedures, and the evaluation instruments.

Some of the stated fundamental beliefs and principles have been established by the Comprehensive Education Reform Act of 1984. Others are based on educational research and the experience of those instrumental in developing the evaluation system.

THE PROGRAM

1. The primary goal of the evaluation program is to identify and reward outstanding performance.

2. A second important goal of the evaluation program is instructional and counseling/guidance program services improvement.

3. A sound evaluation program focuses on performance rather than credentials.

4. To be most useful, the evaluation program must be coupled with a strong professional development program.

THE COUNSELOR

1. The counselor wants to be a competent professional.

2. Counseling/Guidance service is the primary element in the overall role of the counselor.

3. It is possible to assess differences in counselor performance.

4. Skills needed and used by outstanding counselors do not differ from skills needed by less able counselors.

5. All counselors can improve performance.

THE EVALUATOR

1. Counselors are best able to evaluate the performance of their peers.

2. Rigorous and comprehensive training is essential for an evaluator.

3. Evaluation is best conducted by a team of evaluators rather than a single individual.

4. The evaluator must have a commitment to improvement of counseling/guidance services.

THE PROCESS

1. The evaluation process should not discourage diversity in counseling behavior.

2. Multiple observations of counseling/guidance services are necessary to obtain a reliable picture of counseling behavior.

3. Effectiveness of counseling behavior must be assessed in light of learner, school and/or school system characteristics, needs and organizational structures.

4. The evaluation process should focus on the identification of patterns of counseling behavior.

5. Multiple sources of data are essential to the development of a complete picture of counseling performance.

THE EVALUATION INSTRUMENTS

1. The evaluation instrument(s) must be developed from the evaluation process.

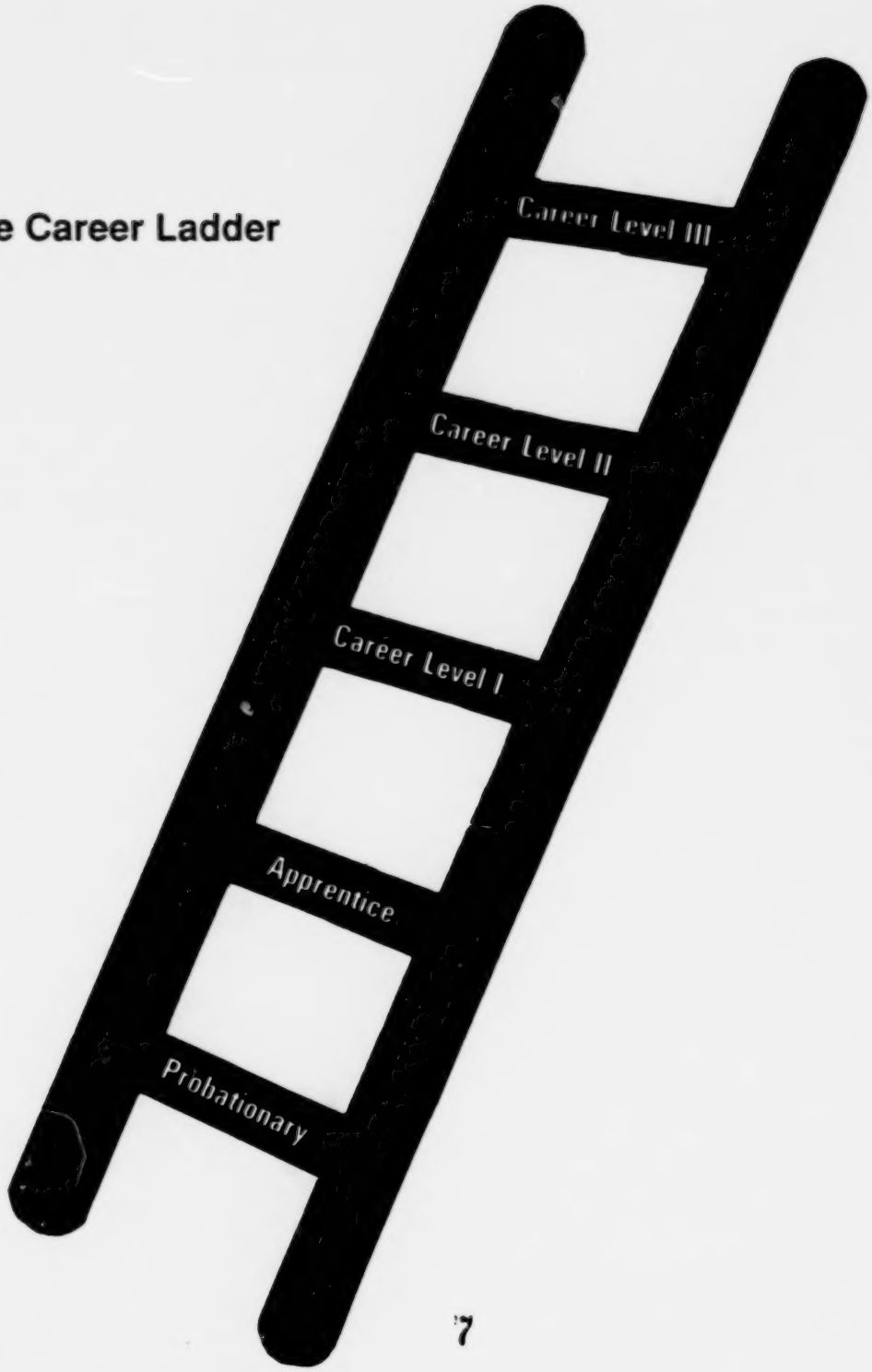
2. The instrument(s) must be understood by all counselors and administrators.

3. The instrument(s) must assess the performance of competencies/skills considered important to effective counseling.

4. Checklists and rating scales are useful only as reflections of summarized information.

AT A GLANCE

Levels of the Career Ladder



LEVELS OF THE CAREER LADDER

Introduction

Different certificates are provided for elementary (K-8) counselors and for secondary (7-12) counselors. Minimum standards for the certification of elementary counselors require certification as an elementary teacher. For that reason, qualification as an elementary counselor is considered as an endorsement to a teaching certificate. Elementary counselors participating in the Career Ladder Program are issued Career Ladder Teacher Certificates for the appropriate level with the counselor endorsement indicated.

There are no such prerequisite certification requirements for secondary counselors. Secondary counselors may be certified as such upon the successful completion of an approved preparation program without having undergone teacher training. For that reason, secondary counselors in the Career Ladder Program receive the Career Ladder Special Groups Certificate with secondary counselor endorsement at the appropriate level. (NOTE: Certified teachers who add either the elementary or the secondary counselor endorsement retain the Career Ladder Teacher Certificate with the appropriate endorsement indicated.

Regardless of whether a counselor is issued a Career Ladder Teacher Certificate (with appropriate endorsement) or a Career Ladder Special Groups Certificate, evaluation requirements and procedures are the same. Moreover, there is no difference between the two certificates in regard to issuance, duration, maintenance, or validity.

For counselors entering the profession after July 1, 1984, the Career Ladder has five levels: The levels are:

- Probationary
- Apprentice
- Career Level I
- Career Level II
- Career Level III

Counselors employed and certified in Tennessee on or before July 1, 1984, have different experience requirements for Career Ladder participation/advancement. The chart on page 8 outlines this.

Probationary

The Probationary certificate is for the first year counselor and is a nonrenewable certificate within the same school system. To qualify for a Probationary certificate, an elementary counselor must complete both an approved/accredited teacher preparation program and an approved counselor preparation program. A secondary counselor is not required to complete a teacher preparation program. Both elementary and secondary counselors must also meet the minimum qualifying score on the Core Battery of the National Teacher Exam. Counselors holding probationary certification must be evaluated by the local school system during their initial year of employment.

Apprentice

The Apprentice certificate is issued upon satisfactory completion of the probationary year. Advancement to the Apprentice certificate is based upon a positive evaluation from the local school system. The Apprentice certificate is valid for three years and is nonrenewable in the same school system. Apprentice counselors must be evaluated every year by the local school system. The state reviews the evaluation during the third year of certificate.

Career Level I

The Career Level I certificate is issued upon satisfactory performance at the Apprentice Level. The Career Level I certificate is valid for five years and is renewable. Counselors may stay at Career Level I if they do not wish to go further on the career ladder. Career Level I counselors receive an annual salary supplement of $1,000 and must be evaluated by the local school system at least two times in the five-year period. The state reviews the results of those evaluations during the fifth year. Counselors with only a bachelor's degree must also complete one college course at or above the junior level during the five-year period. The counselor must obtain a grade of B or better in the course. The course must be in the counselor's area of endorsement, in a new area of endorsement the counselor is adding to his/her certificate, or one identified through evaluation as necessary for professional development. Career Level I counselors may be assigned by principals to supervise and assist student interns and probationary teachers and/or counselors.

Career Level II

The Career Level II certificate is issued upon completion of at least one five-year cycle of Career Level I certification and upon meeting the requirements of the state counselor evaluation system for Career Level II. The Career Level II certificate is valid for 5 years and is renewable. Counselors may stay at Career Level II if they do not wish to go further on the Career Ladder. Counselors applying for Career Level II must go through the complete State evaluation outlined in this book and must meet the minimum qualifying scores for that level. Career Level II counselors are evaluated at least twice by the state during the five-year certification period. Career Level II counselors may elect a 10 or 11 month contract and receive, respectively, state salary supplements of $2,000 or $4,000. Career Level II certificates are renewable, based upon applicable course work as defined for Career Level I and upon a satisfactory State evaluation. Career Level II counselors may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice teachers or counselors.

Career Level III

The Career Level III certificate is issued upon completion of at least one five-year cycle of Career Level II certification and upon meeting the requirements of the state counselor evaluation system for Career Level III. The Career Level III certificate is renewable based upon completing course requirements listed for Career Level I as applicable and upon meeting evaluation standards for Career Level III. Career Level III counselors may elect a 10, 11, or 12 months contract and receive, respectively, state salary supplements of $3,000, $5,000 or $7,000. Career Level III counselors may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice and Career Level I teachers or counselors.

The chart on page 9 outlines information pertinent to counselors who enter the teaching profession after July 1, 1984.

Personnel Included In This Evaluation System

This evaluation system is designed for school counselors in grades seven through twelve.

Adaptations of the evaluation system exist for regular classroom teachers, special education teachers, Chapter 1 resource teachers, and vocational education teachers. Evaluation systems for assistant principals, principals, and instructional supervisors also are part of the Career Ladder Program. Descriptions of these other evaluation systems appear in separate publications.

COUNSELORS EMPLOYED AND CERTIFICATED AS OF JULY 1, 1984

CAREER LEVEL	YEARS OF EXPERIENCE TO APPLY	CERTIFICATE LENGTH/DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Career Level I	3* Years	Five-Years Renewable	Local-Minimum of two times in 5 years State Review-5th year	10 month	$1,000
Career Level II	8** Years	Five-Years Renewable	Local-Optional State-2 times in 5 years	10 month 11 month	$2,000 $4,000
Career Level III	12*** Years	Five-Years Renewable	Local-Optional State-2 times in 5 years	10 month 11 month 12 month	$3,000 $5,000 $7,000

*Counselors with fewer than three years of experience who were employed and certified in Tennessee on or before July 1, 1984 may apply for Career Level I Certification when they obtain the three year experience and other applicable requirements. Experience as a certified teacher, certified administrator, or other certified school employee may be counted toward Career Ladder experience requirements.

**Counselors with fewer than eight years of experience who were employed and certified in Tennessee on or before July 1, 1984 may apply for Career Level II Certification when they obtain eight years experience and other applicable requirements. Experience as a certified teacher, certified administrator, or other certified school employee may be counted toward Career Ladder experience requirements.

***Counselors with fewer than twelve years of experience who were employed and certified in Tennessee on or before July 1, 1984 may apply for Career Level III Certification when they obtain the twelve year experience and other applicable requirements. Experience as a certified teacher, certified administrator, or other certified school employee may be counted toward Career Ladder experience requirements.

NEW COUNSELORS AFTER JULY 1, 1984

CAREER LEVEL	YEARS OF EXPERIENCE TO APPLY	CERTIFICATE LENGTH AND DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Probationary	0	One-Year Nonrenewable in Same School System	Local	10 month	0
Apprentice	1*	Three-Years Nonrenewable in Same School System	Local State-3rd Year Review	10 month	To be determined by State Board of Education
Career Level I	4*	Five-Years Renewable	Local-2 times in five years State-5th Year Review	10 month	$1,000
Career Level II	9*	Five-Years Renewable	Local-Optional State-2 times in five years	10 month 11 month	$2,000 $4,000
Career Level III	14*	Five-Years Renewable	Local-Optional State-2 times in five years	10 month 11 month 12 month	$3,000 $5,000 $7,000

*Experience as a certified teacher, certified administrator, or other certified school employee may be counted toward Career Ladder experience requirements.

AT A GLANCE

Domains of Competence

Domains: Six Basic Areas Evaluated

- Planning for Delivery of Services
- Delivery of Services
- Evaluation of Services
- Management of Counseling/Guidance Program
- Professional Development and Leadership
- Basic Communication Skills

Indicators: These are the tools used to measure performance in each domain.

On the following pages, a detailed outline explains the domains, indicators, and measurement statements of the evaluation process:

- Each Roman Numeral will represent a Domain.
- Each Letter will represent an Indicator in each Domain.

Illustrative statements which provide the basis for measurement are listed under the indicators.

DOMAINS OF COMPETENCE

INTRODUCTION

The Tennessee Career Ladder Counselor Evaluation System evaluates knowledge and skills - things counselors know and do that contribute to good counseling.

In developing the evaluation system, both educational research and information from counselors across Tennessee were used to identify the skills and knowledge of effective counseling. The areas of competency that are evaluated are consistent with this research, and also with what Tennessee counselors mentioned when asked what skills were important to good counseling.

DOMAINS OF COMPETENCE

There are six basic areas of competence ("domains") that will be evaluated. They are

- Planning for Delivery of Services
- Delivery of Services
- Evaluation of Services
- Management of Counseling/Guidance Program
- Professional Development and Leadership
- Basic Communication Skills

INDICATORS

To make the evaluation as objective as possible, there are specifics within the broad areas (domains) of competence that are examined.

The following pages list the domains of competence. The "indicators" are the lettered statements labeled A, B, C, D, and E. Below each indicator are illustrative statements which provide the basis for measurement.

SCHOOL SUPPORT PERSONNEL: COUNSELORS

Competencies and Indicators
With Illustrative Measurement Statements

I. Plans for delivery of counseling/guidance services

A. Establishes appropriate goals and related objectives consistent with the programs of the school/system

- Establishes long-term goals

- Selects and sequences short-term objectives in accordance with goals and student needs.

B. Prepares plans and materials for counseling, career development, educational and informational services/programs.

- Plans and selects with school staff the services and programs appropriate to all levels and types of learners served by the school.

- Identifies content, materials and media needed for each service area and arranges for them.

- Incorporates procedures for teaching and refining student decision-making skills.

C. Assists in planning appropriate programs related to counseling and guidance for school staff and parents

- Identifies staff and parent needs

- Assists in planning parent education programs related to counseling and guidance

- Assists in planning staff development programs related to counseling and guidance

II. Delivers effective counseling and guidance services

A. Counsels learners, individually and in groups, in regard to their personal-social, educational and/or career needs

- Provides an appropriate language model

- Provides continuing counseling for students

- Directs students to other persons or agencies for help as needed

- Provides the help of other persons to meet the needs, abilities and interests of individual students.

B. Works with school staff to provide school-wide counseling/guidance programs

- Works with staff in providing classroom activities which help learners develop positive self concepts and positive relationships with peers.

- Works with staff in providing career development and pre-vocational activities for learners.

- Works with staff in providing activities for the educational development of learners.

C. Provides effective career development, educational and informational services

- Provides up-to-date information to students and parents concerning career opportunities.

- Provides up-to-date information to students and parents concerning educational opportunities.

- Assists students in planning for and/or obtaining career and employment opportunities.

- Assists students in developing decision-making skills.

D. Establishes and maintains appropriate counselee behavior

- Provides guidelines for counselee behavior.

- Applies specific and reasonable sanctions for inappropriate counselee behavior.

- Provides feedback to counselee about his/her behavior.

- Controls counseling in which inappropriate behavior is likely to occur.

E. Establishes and maintains a climate conducive to personal and academic growth of students

- Provides a setting which permits confidential communication when necessary.
- Encourages effort and progress.
- Supports learner excellence and achievement.
- Establishes and maintains regular communication with learners, school staff and parents.
- Indicates confidence that all learners can and will learn.
- Demonstrates positive, respectful verbal behavior toward learners, parents and school staff.
- Demonstrates positive, respectful non-verbal behavior toward learners, parents and school staff.

III. Uses evaluation to improve counseling/guidance services and schoolwide instruction

A. Uses information about learner performance to improve schoolwide instruction.

- Serves as a resource person for using learner performance data for diagnosis/remediation of learner needs.
- Serves as a resource person for developing evaluation materials or procedures to obtain information about student progress.
- Identifies with school staff needed diagnostic and assessment materials and arranges for them.

B. Reports learner status and progress to teachers, learners and parents.

- Provides teachers information gained from measures of student performance and helps them interpret it.
- Provides learners and parents information gained from measures of student performance and helps them interpret it.

C. Evaluates services/programs provided to learners, teachers, and parents

- Requests information from learners, school staff and parents regarding adequacy and appropriateness of goals, objectives and services.

- Conducts follow-up studies of graduates and other students who leave the school.

- Synthesizes information gained from all sources, including student performance data, and makes changes in services/programs where appropriate.

IV. Manages counseling/guidance program effectively.

A. Maintains an ongoing counseling/guidance program in cooperation with other school staff.

- Establishes and maintains appropriate procedures for managing counseling/guidance activities.

- Follows applicable policies and procedures.

- Maintains accurate and up-to-date student records.

- Manages routine business and record keeping of the counseling/guidance program.

B. Makes effective use of resources

- Provides clear and detailed plans and directions for professional and clerical staff and aides.

- Uses assigned facilities to accommodate the variety of activities necessary to a multi-faceted program.

- Uses time effectively.

- Organizes the placement and storage of materials and equipment to facilitate quick and easy access by learners and school staff.

V. Establishes and maintains a professional leadership role

A. Improves professional skills and knowledge

- Takes formal coursework related to assignment/advancement.
- Participates in "non-required" staff development activities.
- Uses ideas from books, professional journals and professional organizations to enhance counseling and guidance services.
- Tries new methods/approaches and evaluates their success.
- Seeks and utilizes community resources to enhance counseling/guidance services.

B. Takes a leadership role in improving education

- Conducts workshops/training sessions.
- Creates materials/programs/ideas and shares them with others.
- Holds a leadership position in school/school system.
- Receives special honor(s).
- Holds leadership position in professional/educational organizations.
- Assists in establishing school goals and takes an active role in achieving them.
- Takes an active role in resolving school problems.
- Initiates activities and projects in the school/school system.
- Shares materials and resources with peers and administrators.

- Discusses professional topics with peers and others.

- Assists peers and others in identifying and solving instructional/learning problems.

C. Serves as a liaison for home, school and community

- Assists learners and families in identifying and obtaining appropriate help.

- Provides information to parents concerning available school programs and services.

- Provides information regarding current laws and regulations which affect services for students.

- Promotes parent/community interest in the school.

- Works cooperatively with peers, administrators and community members in planning and implementing curricular and extra-curricular activities.

D. (Screening)* Performs professional responsibilities efficiently

- Completes assigned tasks on schedule.

- Arrives on time for appointments, meetings and other scheduled activities.

- Maintains a satisfactory record of attendance.

VI. (Screening)* Communicates effectively

A. Writes clearly and correctly

- Handwrites or prints legibly.

- Organizes written information.

- Uses vocabulary and style appropriate to the level of the audience.

- Uses correct grammar and mechanics.

B. Reads professionally relevant literature/ materials with comprehension

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*Competencies and indicators marked "screening" are expectations of all educators. They are minimum competencies/indicators which will be assessed during the evaluation process. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation, if he/she feels that the termination is unfair.

Multiple Sources of Data

Primary Sources of Data

- Counselor
- Evaluators
- Counselor's Principal
- Three Peers
- Students
- Seven Teachers

Instruments Used

- Observations
- Dialogue Sessions
- Four Questionnaires
  - Student
  - Principal
  - Peer
  - Teacher
- Professional Development and Leadership Summary
- Written Test

MULTIPLE SOURCES OF DATA

Introduction

In measuring areas of competence, it is important to have as many sources of information as possible. This approach provides safeguards for persons being evaluated since one source can be balanced against another, and it provides more information on which to base a judgement. The questionnaire administered to Career Level II and III candidates in the Spring of 1985 reveals that Tennessee teachers overwhelming support the multiple data source concept.

There are six primary sources of data in the counselor evaluation system: 1) the counselor, 2) the evaluator, 3) the counselor's principal, 4) students, 5) three peers of the counselor, and 6) teachers. There are eight instruments used to provide information from the sources: the observation, the Dialogue sessions, four questionnaires, a summary of professional development and leadership activities, and a written test.

Counselor

The counselor is actively involved in the evaluation process through the observations. This includes the pre-and post-observation conferences with the counselor and the evaluator's coding of counselor behavior during the observations. The counselor participates in three dialogue sessions with the evaluator which focus on the planning, delivery of services, and evaluation and management domains. The counselor submits a summary of his/her professional development and leadership activities. The counselor also takes the management and evaluation portions of the Career Ladder Professional Skills test.

Evaluator

The evaluator interacts with the counselor during the pre- and post-observation conferences and during the dialogue sessions. Evaluators rate the professional development and leadership activities submitted by the counselor. The team of three evaluators meets for a consensus decision about the counselor at the end of the evaluation process. This consensus score is combined with the scores from other data sources to determine the Career Level status of the counselor.

Principal, Peers, Teachers, and Students

Questionnaires are used to collect information about the counselor from the school principal, peers, teachers, and

students. The principal questionnnaire covers all domains of competence. The peer questionnaire addresses only the leadership domain. The teacher questionnaire covers the delivery of services, evaluation, management, and leadership domains. The student questionnaire covers the delivery of services, and evaluation domains.

This method of using each questionnaire to address specific areas allows for information to be collected on each domain from the most logical source. Students may not be aware of how counselors plan or how counselors participate in professional leadership activities in the school. Peers may not know how another counselor performs in delivering counseling/guidance services if they have never been in that school during the school day. Therefore, peers are asked only about the counselor's leadership activities in the school system. These activities must be related to educational/professional organizations and activities and not to non-affiliated organizations.

The following page shows the competencies and indicators and the methods that are used to collect information about each domain.

HOW WE OBTAIN OUR INFORMATION ABOUT COMPETENCIES AND INDICATORS

	Observation	Dialogue	Principal Questionnaire	Teacher Questionnaire	Student Questionnaire	Peer Questionnaire	Professional Summary	Career Ladder Test
I. Plans for delivery of services								
A. Establishes appropriate goals and objectives consistent with the programs of the school/system		x	x					
B. Prepares plans and materials for counseling, career development, educational and informational services programs	x	x	x					
C. Assists in planning appropriate programs related to counseling/ guidance for school staff and parents	x	x	x					
II. Delivers effective counseling and guidance services								x
A. Counsels learners, individually and in groups, in regard to their personal-social, educational and/or career needs	x	x	x	x	x			
B. Works with school staff to provide schoolwide counseling/guidance programs	x	x	x	x				
C. Provides effective career development, educational and informational services	x	x	x	x	x			
D. Establishes and maintains appropriate counselee behavior	x		x		x			
E. Establishes and maintains a climate conducive to personal and academic growth of students	x		x	x	x			
III. Uses evaluation to improve counseling/ guidance services and schoolwide instruction								x
A. Uses information about learner performance to improve schoolwide instruction	x	x	x	x				
B. Reports learner status and progress to teachers, learners and parents	x	x	x	x	x			
C. Evaluates services/programs provided to learners, teachers and parents		x	x	x	x			
IV. Manages counseling/guidance program effectively								
A. Maintains an ongoing counseling/ guidance program in cooperation with other school staff	x	x	x					
B. Makes effective use of resources	x	x	x	x				
V. Establishes and maintains a professional leadership role								
A. Improves professional skills and knowledge			x				x	
B. Takes a leadership role in improving education			x	x		x	x	
C. Serves as a liaison for home, school and community	x		x	x		x	x	
D. (Screening)* Performs professional responsibilities efficiently			x					
VI. (Screening)* Communicates effectively								
A. Writes clearly and correctly	x		x					
B. Reads professionally relevant literature/materials with comprehension			x					

AT A GLANCE

Evaluation Process

Who: Counselors who have made application for evaluation for Career Level II or III

How: Candidates must pass the Writing and Reading Tests and must take the classroom Management and Evaluation portions of the Professional Skills Test on the Tennessee Career Ladder Test. The test includes the Professional Skills Test, the *Writing Test and the *Reading Test.

*A passing score on the National Teacher Exam Core Battery Communication Skills Test may be substituted for the Reading and Writing Tests.

A three-member team is assigned. Each evaluator will visit the counselor one time during the year for a total of three visits.

- Visit A - announced
- Visit B - announced
- Visit C - unannounced

The evaluating team then reaches a consensus rating on each counselor's performance. The evaluating team's rating is combined with the other evaluation instrument scores to provide the evaluation results for each candidate.

What: Domains of Competence

- Planning for Delivery of Services
- Delivery of Services
- Evaluation of Services
- Management of Counseling/Guidance Program
- Professional Development and Leadership
- Basic Communication Skills

You must obtain minimum qualifying scores for each Domain of Competence and an overall qualifying score. The indicator scores give this information.

When: March, 1986

- Evaluators trained
- Evaluator teams assigned
- Counselor Orientation Manual mailed
- Visit A arranged
- Evaluation begins

THE EVALUATION PROCESS FOR LEVELS II AND III

Every Career Level II or III applicant has one important question--"How will this process work?" The following description of the counselor evaluation process outlines the major steps in the process.

Step 1 - Counselors who made application by November 30, 1984, are eligible for evaluation during the 1985-86 school year. Those who applied by November 30, 1984, and who achieve upper Career Ladder status receive certificates and retroactive supplements for 1985-86.

Step 2 - Counselors must take the Tennessee Career Ladder Test which includes the Management and Evaluation portions of the Professional Skills Test, the Writing Test, and the Reading Test. A passing score on the National Teacher Exam Core Battery Communications Skills Test may be substituted for the Reading and Writing Test.

Step 3 - During March, 1986, the evaluators are trained and a three-person team of evaluators is assigned to each Career Level II and III applicant.

Step 4 - After the evaluation system is approved by the Certification Commission and the State Board of Education, each counselor receives a copy of the Counselor Orientation Manual and an opportunity to discuss the evaluation process with an evaluator. At this time information is collected about the counselor's school schedule.

Step 5 - A list of three evaluation team members, including their regional location and counseling area, is given to each counselor before the beginning of the evaluation process.

Step 6 - After the counselor receives a listing of evaluation team members, he or she may "waive" one of the team members. Counselors have five days from the date of receipt of the list of their team members in which to notify the Certification Commission and Regional Coordinator in writing of their decision to waive an evaluator. Another evaluation team member is then assigned.

Step 7 - Each of the three evaluators visits the teacher during the year. These visits are called the "A", "B", "C" visits. An outline of the activities for each of these visits is presented on the following pages.

Step 8 - After the evaluation visits are completed, the evaluation teams meet to evaluate each counselor's performance and assign a rating.

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Step 9 - The assigned rating of the evaluation team is combined with the data from the other evaluation instruments to produce evaluation results for each counselor.

Step 10 - Counselors receive evaluation results following the scoring of all data.

AN OUTLINE: VISIT A

The date for the first visit is prearranged with the counselor. On that date, the first evaluator spends the day in the counselor's school. Eight activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference with the counselor
- observes the counselor for two periods of approximately one hour each (The counselor selects two activities from a list of four activities which must be observed during Visit A and Visit B.)
- conducts one post-observation conference with the counselor
- conducts the counselor/evaluator Dialogue on Planning For the Delivery of Services
- discusses the Principal Questionnaire with the principal
- administers the Teacher Questionnaire
- picks up the Peer Nomination Form
- collects the counselor's school system calendar and the counselor's Daily/Monthly schedule on the Candidate Information Sheet

AN OUTLINE: VISIT B

The date for the second visit is announced ahead of time. The second evaluator spends the day in the counselor's school. Seven activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference with the counselor
- observes the counselor for two periods of approximately one hour each (The counselor schedules the two remaining activities which were not observed on Visit A.)

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- conducts one post-observation conference
- conducts the counselor/evaluator Dialogue on Delivery of Services
- administers the Student Questionnaire
- collects the Principal Questionnaire
- collects information on changes in the counselor's schedule for the remainder of the year

AN OUTLINE: VISIT C

The date for the third visit is not announced ahead of time. The third evaluator spends the day in the counselor's school. Five activities occur during this day. The evaluator does the following:

- conducts one pre-observation conference
- observes the counselor for two one-hour periods of the evaluator's choice (The evaluator will try to schedule activities different from those observed in Visit A or Visit B.)
- conducts one post-observation conference
- conducts the counselor/evaluator Dialogues on Evaluation and Program Management
- collects the counselor's Professional Development and Leadership Summary

AT A GLANCE

Visit A

■ Announced

The evaluator contacts the counselor in advance to arrange Visit A , schedules two classroom observations and a Dialogue session.

■ Activities

The evaluator spends the day in the candidate's school and conducts the following:

o Pre-observation conference
o Two observations scheduled in advance with counselor
o Post-observation conference
o Counselor/evaluator Dialogue session on Planning
o Administration of Teacher Questionnaire
o Distribution of Principal's Questionnaire
o Collection of counselor's schedule and school calendar
o Collection of Peer Nomination Form

■ Instruments Used

o Pre-observation conference form
o Observation Coding Forms
o Post-observation conference form
o Peer Questionnaire **
o Principal Questionnaire *
o Teacher Questionnaire
o Dialogue session form

* This Questionnaire is left with the principal to be collected on the "B" visit.
**This Questionnaire is to be mailed by the evaluator.

■ Preparations

All materials for the "B" visit should be prepared by April 1.
The "B" visit is announced.
The "C" visit is unannounced.

VISIT A

Introduction

Several activities occur during the "A" visit. These include the following:

- pre-observation conference
- two announced observations
- post-observation conference
- counselor/evaluator Dialogue focusing on Planning
- administration of the Teacher Questionnaire
- distribution of the Principal Questionnaire due during the "B" visit
- collection of the counselor's daily/monthly schedule and school calendar
- collection of the Peer Nomination Form

Prior to the "A" visit, the evaluator contacts the counselor to schedule two observations and a Dialogue session during the first visit. The counselor may select the activities of his/her choice for the observation, but the activities must come from the list of activities required for observation during Visit A and Visit B. Neither the observations nor the Dialogue sessions should be videotaped or recorded by the counselor during the evaluation process. The evaluator will collect the completed Peer Nomination Form. The evaluator will randomly select seven teachers in the counselor's school who will be given the Teacher Questionnaire.

Pre-Observation Conference

During the pre-observation conference, the counselor is asked to explain the nature of the activities to be observed. The form for the pre-observation conference which is used by the evaluator is shown in the Instrument section. The purpose of this conference is to gather information necessary to understand the activities and to determine any special conditions which should be taken into consideration. One pre-observation conference record will be completed for both observations. The pre-observation conference is approximately 20 minutes long.

Observation

The counselor will select two different activities from the following list to be observed on the "A" visit:

1. Small group counseling session
2. Classroom guidance session
3. A session working with school staff and/or parents
4. Individual counseling/guidance session

The counselor will schedule the times for observing each activity with the evaluator prior to Visit A. The counselor will schedule the observations for the remaining two activities for Visit B.

Each observation will last about an hour. During the observation, the evaluator usually sits quietly and codes the counselor's behavior. If the counselor is working individually or with small groups, the evaluator may need to move so that he/she can see and hear clearly what the counselor is doing. Every effort will be made not to disturb the counselor's work. The counselor should not communicate with the evaluator during the observation but should continue as if the evaluator were not present.

Counselor evaluators will respect the confidentiality of any counseling sessions observed. It is the responsibility of the candidate to obtain appropriate permissions from those involved in individual counseling sessions.

The select number of behaviors related to effective counseling, which can be observed and recorded, comprise the observation system. These behaviors include the following:

- preparing plans and materials for counseling, career development, educational and informational services/programs
- assisting in planning appropriate programs related to counseling and guidance for school staff and parents
- counseling learners, individually and in groups, in regard to their personal-social, educational and/or career needs
- working with school staff to provide schoolwide counseling/guidance programs
- providing effective career development, educational and informational services
- establishing and maintaining appropriate student behavior

- establishing and maintaining a climate conducive to personal and academic growth of students

- using information about learner performance to improve schoolwide instruction

- reporting learner status and progress to teachers, learners and parents

- maintaining an ongoing guidance program in cooperation with other school staff

- making effective use of resources

- serving as a liaison for home, school and community

- writing clearly and correctly

Not all of these behaviors are expected to occur in every observation period.

During the observation, the evaluator follows a structure for observing counselor behavior. For four minutes the evaluator codes counselor behaviors. For the next two minutes the evaluator stops coding. This four minute/two minute pattern is repeated throughout the observation period. At the end of the two observation periods, the evaluator rates the patterns of behavior by marking a 1-5 scale for each competency observed. These series of observation "snapshots" are combined with the other series from each observation period to be used for evaluator consensus at the end of the evaluation period.

Post-Observation Conference

During this visit, the post-observation conference is scheduled after the second observation, but it does not have to be immediately after the observed activity. During the post-observation conference the evaluator will give the counselor feedback from both observations. The evaluator is unable to tell the counselor how he/she is doing in the total evaluation process because of the influence of information from other sources such as the Student and Peer Questionnaires. The evaluator does not have access to the information from the other data sources at this time. Comments are restricted to the observations done on that particular day. The evaluator is able to use the observation instrument to discuss the patterns of observed behavior including what the students did during the activities, what the counselor did during the activities, whether the activities were congruent with the objectives, whether the climates were conducive to growth, what strengths were exhibited during the observations and what areas were identified for counselor improvement. Until the data are combined from the other two visits and the other

instrumentation, the evaluator does not know the Career Level performance of the counselor. The forms for the post-observation conference are shown in the Instrument section.

The post-observation conference is not scored as a data source. However, the evaluator may use any information from the conference in the consensus decision-making process. Both the evaluator and the counselor must sign a form to indicate that the post-observation conference has taken place. The counselor's signature does not necessarily indicate agreement with any comments. The counselor may also make further comments on this form.

The Counselor/Evaluator Dialogue - Planning Focus

The counselor/evaluator Dialogue during the "A" visit focuses on the Planning Domain. The Dialogue is scheduled for one hour. This may occur during the day if the candidate has planning time or can have release time. If not, it will be held prior to school or after school. Thirty minutes is devoted to standard questions asked by the evaluator, and the other thirty minutes is the counselor's sharing with the evaluator whatever he/she wishes.

The structured part of the Dialogue focuses on three questions. They are as follows:

1. How do you decide what your counseling/guidance program should be? Briefly outline your program for the year. Discuss your goals and objectives for your program.

2. How do you determine your strategies for delivering the services you've outlined and for selecting the materials you will need and use?

3. How do you assist in planning appropriate programs related to counseling/guidance for school staff and parents?

Some tips that may prove useful as you plan for this Dialogue session are listed below:

> Goals are broad, long-range statements related to the total school program.
>
> The objectives should be consistent with the total school program.

For the Planning Dialogue, the counselor should bring the following:

- an outline of goals and objectives for the year
- program plan for the year

- plans for parent education and staff development programs
- examples of materials, resources, and media used in the program
- assessment results used in program planning

The evaluator takes notes during the Dialogue session but does not complete the scoring until after the visit is over. This allows the evaluator to give careful consideration to the materials and responses before assigning a score. Therefore, there is no feedback on the evaluation process at this time. The scores will be reported to you during the summary conference after the completion of the evaluation process.

The unstructured portion of time during the Dialogue session is your opportunity to share things you think are valuable with the evaluator. Review the indicators in the Planning Domain and select things you think your evaluator should know about you. It is appropriate to discuss other areas at this time. This information will be a part of the basis for the evaluator's consensus decision at the end of the evaluation process.

The Instrument section of the manual contains the forms used by the evaluators during the Dialogue sessions. **Please review these pages in the Instrument section prior to your evaluator's visit.**

If the counselor decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives, the counselor's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit!

The Peer Questionnaire

Counselors are asked to complete the Peer Nomination Form included on pages 35-36 prior to Visit A. The counselor will submit the names of six peers. Three of these peers will be randomly selected by a set formula to complete the questionnaire. These peers do not have to be members of the staff in your school. A peer could be another counselor, a social worker, a school psychologist, attendance worker or subject matter supervisor. Please do not list teachers. Questionnaires will be mailed to peers not in your school. The evaluator does not tell you which of your colleagues were chosen. Data from the three questionnaires are averaged so that they carry equal weight.

Peers are not questioned about your counseling abilities or other points that would not be known to those outside your guidance office. The questions relate only to the Leadership Domain. A copy of the Peer Questionnaire is shown in the Instrument section.

Principal Questionnaire

During the "A" visit, the evaluator leaves a copy of the Principal Questionnaire with the school principal. The evaluator collects the questionnaire during the "B" visit. The Principal Questionnaire contains questions based on the indicators in the counselor competencies.

Teacher Questionnaire

On the "A" visit, the evaluator will randomly select seven teachers in the counselor's school who will be given the Teacher Questionnaire. These teachers will be those whose students are served by the counselor. This questionnaire covers the following competencies:

- delivers effective counseling and guidance services
- uses evaluation to improve services and schoolwide instruction
- manages counseling/guidance program effectively
- establishes and maintains a professional leadership role

Daily/Monthly Schedule

Your "C" visit is unannounced. It is important that the evaluators have a copy of your school system calendar which shows the holidays for the 1985-86 school year and other special days that will interrupt your normal counseling schedule. It is also important that the evaluators have a copy of your daily/monthly schedule. During the "A" visit, the evaluator collects these schedules in order to share them with your other evaluation team members. It is necessary that the counselor inform the appropriate evaluator of any changes. This can be done by contacting your regional coordinator at the telephone number or address listed on page 109-110.

Sample Schedule

The evaluator will work with you and your principal to schedule the day's activities at convenient times. Listed below are two possible schedules that could be used during the "A" visit.

Sample I*

Pre-conference	7:30 - 7:50 a.m.
Observation One	9:00 - 9:55 a.m.
Counselor/Evaluator Dialogue	10:00 - 11:00 a.m.
Observation Two	1:05 - 2:00 p.m.
Post-conference	3:10 - 3:30 p.m

Sample II*

Pre-conference	9:00 - 9:30 a.m.
Observation One	10:00 - 10:55 a.m.
Observation Two	12:00 - 12:55 p.m.
Post-conference	3:00 - 3:30 p.m.
Counselor/Evaluator Dialogue	3:30 - 4:30 p.m.

*Note: Scheduling may include time before or after school.

Summary

During Visit A the counselor has an opportunity to experience each part of the evaluation process in which he/she is involved. Two observations are completed, and there is a Dialogue session with the first evaluator. This should increase the counselor's knowledge of the evaluation process and prepare him/her for the "B" visit. Materials for the "B" visit should be prepared by **April 1.** The date of the "B" visit will vary depending on the evaluator's schedule.

TENNESSEE CAREER LADDER PROGRAM
COUNSELOR EVALUATION SYSTEM

PEER NOMINATION FORM

Please provide the names and job assignments of six (6) peers who are familiar with your work. Three (3) of these peers will be randomly selected by the evaluator to complete a questionnaire about your leadership activities. Try to limit the nominations to persons in your local school system unless this is your first year in that system or there are fewer than six (6) peers available.

Candidate: _____

Social Security Number: _____

School: _____ System: _____

NOTE: Peers are defined as anyone with whom you work for the delivery of services who is neither accountable to you nor to whom you are accountable for the purpose of evaluation. A peer could be another counselor, a social worker, a school psychologist, attendance worker or subject matter supervisor. Please do not list teachers.

Peer Nominations:

1. Name: _____ Position: _____

   School: _____ System: _____

   Business Address: _____

   City: _____ State: _____ Zip: _____

   Business Phone: _____

2. Name: _____ Position: _____

   School: _____ System: _____

   Business Address: _____

   City: _____ State: _____ Zip: _____

   Business Phone: _____

3. Name: _____ Position: _____

School: _____ System: _____

Business Address: _____

City: _____ State: _____ Zip: _____

Business Phone: _____

4. Name: _____ Position: _____

School: _____ System: _____

Business Address: _____

City: _____ State: _____ Zip: _____

Business Phone: _____

5. Name: _____ Position: _____

School: _____ System: _____

Business Address: _____

City: _____ State: _____ Zip: _____

Business Phone: _____

6. Name: _____ Position: _____

School: _____ System: _____

Business Address: _____

City: _____ State: _____ Zip: _____

Business Phone: _____

AT A GLANCE

Visit B

- Announced
- Evaluator
  - Arrives at the counselor's school
  - Reports to the principal's office
  - Contacts the counselor to schedule the pre-observation conference
- Activities
  - Pre-observation conference
  - Two announced observations
  - Counselor/evaluator Dialogue on Delivery of Services
  - Post-observation conference
  - Administration of the Student Questionnaire
  - Collection of the Principal Questionnaire
  - Update counselor's schedule and school calendar
- Instruments Used
  - Pre-observation conference form (same as Visit A)
  - Observation coding form (same as Visit A)
  - Post-observation coding form (same as Visit A)
  - Student Questionnaire

  There are two versions of the student questionnaire:

  1. Grade 3 through 6
  2. Grade 7 through 12

  - Principal Questionnaire
- Preparations

  Materials for the "C" visit should be prepared by April 15.
  "C" visit is unannounced.

VISIT B

Introduction

Several activities occur during the "B" visit. These include the following:

- pre-observation conference
- two announced observations
- post-observation conference
- counselor/evaluator Dialogue focusing on the Delivery of Services Domain
- administration of the Student Questionnaire
- collection of the Principal Questionnaire
- updating the counselor's schedule and school calendar

Observations and Conferences

The "B" visit is an announced visit. The evaluator arrives at the school, reports to the principal's office, and contacts you to let you know that a pre-observation conference is needed. Depending on your schedule, this may be shorter than the pre-observation conference during Visit A, but the same form and the same information are needed by the evaluator. The evaluator will observe the two remaining activities not scheduled for observation on Visit A. (Refer to the list of designated activities on page 29) The same pre-observation, observation, and post-observation forms are used during each visit. Please review these sections in Visit A for more complete information.

Counselor/Evaluator Dialogue - Delivery of Services Focus

The counselor/evaluator Dialogue during the "B" visit focuses on the Delivery of Services Domain. The Dialogue is scheduled for one hour. Approximately thirty minutes is devoted to standard questions asked by the evaluator and the other thirty minutes to the counselor's sharing with the evaluator whatever he/she wishes.

The structured part of the Dialogue focuses on four questions. They are as follows:

1. How do you establish and maintain counseling relationships with students? How and when do you determine to use resource persons or agencies to help students?

2. Briefly outline how you work with the school staff to provide your schoolwide counseling/guidance program. Describe how you serve the faculty as a resource person in developing guidance related materials and activities for their classrooms.

3. How do you provide information about career, educational and employment opportunities to students and parents? Describe how you assist students in developing and refining decision-making skills.

Counselors are to bring to this session materials which support the answers to the above questions. Any materials brought to the conference should be materials or media used in the counseling program. The counselor should not spend time creating new or different materials to share with the evaluator. The evaluator is assessing performance on quality, not the volume of materials. Specific materials for Delivery of Services should be brought to the Dialogue session. These include the following:

- materials used in providing guidance services
- copies of forms used in the delivery of services
- a calendar of events for a specific week during the current school year

Examples of other materials that the counselor may want to bring to the Dialogue include:

- samples of communications with staff, students, and parents
- materials created/developed with teachers for use in their classrooms
- samples of units/lessons used by the counselor with a class/group
- samples of social-emotional guidance activities
- list/directory of agencies used in implementing the guidance program
- samples of educational guidance activities

During this Dialogue session, the evaluator is rating the counselor on the use of grammar and oral communication skills. This has been changed from a screening competence to a measurement statement under indicator II.A. in Delivery of Services. The Instrument section of the manual contains

the forms used by the evaluators during the Dialogue sessions. Please review these pages in the Instrument section prior to your evaluator's visit. The evaluator takes notes during the Dialogue session but does not complete the scoring until after the session is over. This allows the evaluator to give careful consideration to the counselor's materials and responses before assigning a score.

The unstructured portion of time during the Dialogue session is your opportunity to share with the evaluator things that you think are valuable. Think back over previous years. What effective counseling/guidance activities and/or services have you developed and used? Review the indicators in the Delivery of Services Domain and select things you think the evaluator should know about you. It is appropriate to discuss other areas at this time, if you wish.

Materials for the "B" visit should be ready by April 1. If the counselor decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives for the "B" visit, the counselor's evaluation is terminated at this time. Be sure to plan ahead and to be ready for your evaluator's visit!

Student Questionnaire

During the "B" visit the evaluator administers a questionnaire to students. This questionnaire covers guidance and counseling services rendered to the students in the school. A minimum of forty students must complete the Student Questionnaire. The counselor may select as many classes as necessary to ensure that at least forty students respond. You may not, however, choose individual students from several classes to answer the questionnaire. It is the responsibility of the counselor to schedule time with each classroom teacher for administering the Student Questionnaire.

There are two versions of the student questionnaire: one for grades three through six, and another for grades seven through twelve. Although elementary counselors will not be evaluated this year, some middle school counselors are responsible for students below the seventh and eighth grade levels. The grade three through six questionnaire will be administered to any student selected by the candidate in any lower grade level. The grade three through six questionnaire is read to the students. If a student in grades seven through twelve is unable to read the questions, the evaluator will read to him/her. Neither the candidate nor the teacher may stay in the classroom with the students while the evaluator administers

the questionnaire. The questionnaire administration time ranges from fifteen to thirty minutes. Individual student responses are anonymous. Copies of the questionnaires are shown in the Instrument section.

Principal Questionnaire

During the "A" visit the evaluator left a copy of the Principal Questionnaire with your school principal or with the person responsible for your evaluation. The evaluator collects the questionnaire during the "B" visit. The Principal Questionnaire contains nineteen questions. Principals may share their responses on the questionnaire with the counselor, if they so desire. This decision is left up to each principal. If the principal is new to the school during 1985-86, he/she is encouraged to contact your previous principal to receive input on the questions. The principal is encouraged to find the answers to the questions that are not known by discussing them with you or by observing your counseling activities. A copy of the Principal Questionnaire is shown in the Instrument section.

SUMMARY

During the "B" visit the counselor has an opportunity to participate in the observation process, including the pre- and post-observation conferences. The counselor shares information with the evaluator in relation to Delivery of Services. The evaluator administers the Student Questionnaire and collects the Principal Questionnaire. Materials for the "C" visit should be prepared by April 15. The date of the visit will vary depending on the evaluator's schedule.

AT A GLANCE

Visit C

- Unannounced
- Evaluator
  - Arrives at the counselor's school
  - Reports to the principal's office
  - Contacts the counselor to schedule the pre-observation conference
- Activities
  - Pre-observation conference
  - Two unannounced observations
  - Post-observation conference
  - Counselor/evaluator Dialogue focusing on Evaluation/Program Management
  - Collection of the Professional Development and Leadership Summary
- Instruments Used
  - Pre-observation form
  - Post-observation form
  - Evaluation/Program Management Dialogues

The following section provides details on Visit "C .

VISIT C

Introduction

Several activities occur during the "C" visit. These include the following:

- two unannounced observations
- pre- and post-observation conferences
- teacher/evaluator Dialogue focusing on the Evaluation/Program Management Domains
- collection of the Professional Development and Leadership Summary

The "C" visit is an unannounced visit. If possible, the evaluator arrives before school starts, reports to the principal's office and contacts you to let you know that a pre-observation conference is needed. During this visit, the evaluator will select the times and activities for the two observations. The evaluator will try to select activities different from those observed on the "A" and "B" visits. The same pre-observation, observation, and post-observation forms are used during each visit. Please review these sections in Visit A for more complete information. The Dialogues on Evaluation/Program Management will be completed. The Professional Development and Leadership Summary will be collected.

Counselor/Evaluator Dialogues on Evaluation/Program Management

The counselor/evaluator Dialogue session during the "C" visit focuses on the Evaluation/Program Management Domains. The Dialogue is scheduled for one hour and ten minutes. This may occur during the day if you have planning time or can have release time. If not, it will be held prior to school or after school.

Approximately ten minutes is used for each question set and the remaining time is used for the counselor to share with the evaluator whatever he/she wishes. The structured portion of the Dialogue focuses on five question sets. They are as follows:

1. How do you use information about learner performance to improve schoolwide instruction?

2. Briefly outline how you report learner status and progress to teachers, learners and parents.

3. How do you evaluate the services and programs you provide to students, teachers and parents? Briefly discuss changes you have made as a result of evaluation.

4. Discuss how you use other staff in managing an ongoing counseling/guidance program. Describe procedures you use for maintaining the counseling/guidance program.

5. How do you use available resources in managing your counseling/guidance program?

Counselors are to bring to this session materials which support answers to these questions. Any materials brought to the conference should be material used in the counseling program. The counselor should not spend time creating new or different material to share with the evaluator. The evaluator is assessing your performance on the quality and not on the volume of materials. If available, materials such as the following are appropriate:

- examples of assessments, surveys, questionnaires and other instruments used to evaluate the program
- examples of methods of reporting results from measures of student progress to students, parents and staff
- copies of communications to students, parents and staff pertaining to student progress
- follow-up studies
- examples of diagnostic materials identified for use by school staff
- materials identified with teachers for use in the classroom
- a sample of student records with identifying information deleted.
- a sample of records used in the counseling/ guidance program
- a sample of plans/directions provided to professional or clerical staff.

The evaluator takes notes during the Dialogue session but does not complete the scoring until the session is over.

The unstructured part of time during the Dialogue session is your opportunity to share things you think are important with the evaluator. Review the indicators in the Evaluation and Program Management Domains and select things you think the evaluator should know about you. It is appropriate to discuss other areas at this time.

If the counselor decides that he/she is not prepared to proceed with the Dialogue session when the evaluator arrives for the "C" visit, the counselor's evaluation is terminated at this time. Be sure to plan ahead and be ready for your evaluator's visit.

Summary

During the "C" visit, the counselor has an opportunity to participate in the observation process, including the pre- and post-observation conferences. The counselor shares with the evaluator information in relation to the Evaluation/Program Management Domains. The Professional Development and Leadership Summary is given to the evaluator. At this point, the evaluation process is completed for the counselor. All data are submitted to the Testing and Evaluation Center, and consensus decision-making time is scheduled for the evaluation team.

Professional Development and Leadership Summary

During the "C" visit, the evaluator collects your Professional Development and Leadership Summary. It is your responsibility to have this information at your school for the "C" visit. If the information is unavailable when your evaluator arrives for the "C" visit, your evaluation for 1985/86 is terminated at this time. Descriptions of professional development and leadership activities are required. These activities must have been completed during your last five teaching years. There are ten categories that relate to this domain area. You should submit only one activity under each category. Only one activity is scored for each area. If more than one is submitted, the first one is scored by the evaluator. Descriptions should be exact. No documentation of activities should be submitted with the Professional Development and Leadership Summary. Any documentation submitted will not be read and will be returned to the counselor.

The five categories of Professional Development Activities are as follows:

1. Obtains Graduate Degree(s) or Takes Courses

2. Participates in Professional Development Activities

3. Uses Ideas from Professional Books and Journals and Professional Organizations to Enhance Counseling and Guidance Services

4. Tries New Methods/Approaches and Evaluates Their Success

5. Seeks and Utilizes Community Resources to Enhance Counseling/Guidance Services

The five categories of the Leadership Activities are as follows:

1. Conducts Workshops or Training Sessions with Peers

2. Creates Materials or Programs and Shares with Others

3. Holds a Leadership Position in the School/System or Educational Organization

4. Serves as a Liaison for Home, School and Community

5. Initiates Activities/Projects in the School

Additional information and forms for completing the summary are found on the following pages. The forms may be reproduced. The counselor's signature verifies that all

information is correct and no further verification is needed. The quality of the activities you report will be rated on a five point scale. These points are as follows: 1 - unsatisfactory, 2 - below average, 3 - average, 4 - outstanding, and 5 - distinguished. This determination will be made according to the degree of the correlation of the activity to the category description, the amount of time and effort spent in the activity, and the value to the counselor, the counselor's students, or to the school/school system.

Professional Development Activities

The five categories for Professional Development activities are as follows:

1. Obtains Graduate Degree(s) and/or Takes Courses

   List all degrees above a Bachelor's regardless of when they were obtained. Include the major area of study and the date received. In addition, summarize additional areas of course work or list a representative sample (selection) of courses engaged in beyond graduate degree(s) during the previous five years.

2. Participates in Professional Development Activities

   List one professional development activity in which you were engaged during times other than required in-service. If you used TIM for fast-track purposes and received $1,000 as a Career Level I teacher, do not list TIM Training as a Professional Development Activity. Participation in an activity should be listed under Professional Development. (If you are conducting or leading the activity, it should be listed under Leadership).

3. Uses Ideas from Professional Books and Journals and Professional Organizations to Enhance Counseling and Guidance Services

   List one idea and identify the source. Include the method of evaluation, the results of the evaluation, and conclusions drawn. This information must be specific.

4. Tries New Methods/Approaches in the Counseling/ Guidance Program and Evaluates Their Success

   Choose one new method/approach which you have used in the counseling/guidance program. Include the method of evaluation, the results of the evaluation, and any conclusions drawn. Give the source of the method/approach. (For example, your own idea, idea from a peer, etc.)

5. Seeks and Utilizes Community Resources to Enhance Counseling Guidance Services

   Describe one community resource used and explain its relationship to the counseling program. Include the method of evaluation, the results of the evaluation and any conclusions drawn.

Directions for Completing Professional Development Activities Form

Item I - Write your name as it appears on your application. Write your correct Social Security Number.

Item II - Check one category. Use one form for each category.

Item III - Give beginning date of activity and date of completion. If activity spans several months or years, give only month and year (as 6/82 - 7/84). If activity is short term, give day, month and year (6/3/82 - 6/18/82)

Item IV - Give a descriptive title to the activity. (Math Project to Teach Graphing, Courses toward Master's Degree, Additional Course of Study, etc.)

Item V - Give the approximate time in hours you devoted to this activity (time spent in planning, carrying out activity, evaluating it, etc.). Include a statement about when you worked on this activity (after school, weekends, summer, release time, etc.).

Item VI - State your goal and your rationale for undertaking this activity.

Item VII - Describe the activity in a clear, specific and detailed manner. Include the method used for evaluating the activity if the activity is for categories 3, 4, or 5.

Item VIII - Explain your role in this activity (participant, co-leader, originator, etc.). Explain your responsibilities.

Item IX - Explain how your participation in this activity was beneficial to you in your counseling role.

Item X - Explain how your participation in this activity was beneficial to your students or what changes/improvements it made to your school/system.

Item XI - Sign your name and date the form.

PROFESSIONAL DEVELOPMENT ACTIVITIES

I. Name: _____ S.S. #: _____

II. Category of Activity (check one):

____ 1 ____ 4
____ 2 ____ 5
____ 3

III. Date of Activity: From _____ To _____

IV. Name of Activity:

V. Approximate Time Spent (in hours) on this Activity:
_____ Hours

VI. Professional Goal/Rationale:

VII. Description of Activity:

VIII. Description of your role in this activity:

IX. How did this activity benefit you as a Counselor?

X. How did this activity benefit your students, school or system?

XI. I verify that I personally engaged in this activity and that all information on this form is accurate.

_____ _____

Counselor's Signature Date

Leadership Activities

The five categories of Leadership Activities are as follows:

1. Conducts Workshops or Training Sessions with Peers

   These activities may occur within the school, school system, district or state.

2. Creates Materials or Programs and Shares with Others

   This activity may refer to committee or team work or to an individual effort. Remember that "creates" and "shares with others" are the keys to this activity.

3. Holds a Leadership Position in the School/School System or Educational Organization

   This area covers grade or group chairperson positions that deal with peer groups, or you may list a leadership position held in an organization whose primary function is educational. (For example, Phi Delta Kappa, Delta Kappa Gamma, Tennessee Association for Counseling and Development, NEA/AFT affiliates). These positions must be elected/voluntary and not paid positions.

4. Serves as a Liaison for Home, School and Community

   List an activity in which you engaged that promoted parent/community interest in the school, or that assisted parents in identifying and obtaining appropriate help. This category also covers work with implementing curricular or extra-curricular activities.

5. Initiates Activities/Projects in the School

   These activities should involve peers, but may involve student groups if impact is schoolwide.

Directions for Completing Leadership Activities Form

Item I - Write your name as it appears on your application. Write your correct social security number.

Item II - Check one category. Use one form for each category.

Item III - Give beginning date of activity and date of completion. If activity spans several months or years, give only month and year (as 6/82-7/84). If activity is short term, give day, month and year (6/3/85 - 6/18/85).

Item IV - Give a descriptive title to the activity (Workshop on Discipline).

Item V - Give approximate time in hours you devoted to this activity. Include time spent in planning, carrying out the activity, etc. Include a statement about when you worked on this activity (evenings, weekends, release time, summer, etc.)

Item VI - Describe the activity in a clear, specific and detailed manner. Include the purpose of the activity, its content and the frequency of its occurrence.

Item VII - Define your role or roles in this activity (leader, co-leader, originator, etc.). Explain your responsibilities.

Item VIII - Explain how your participation in this activity has been beneficial to you/your students or the school/school system.

Item IX - Sign and date the form.

LEADERSHIP ACTIVITIES

I. Name _____ S.S. # _____

II. Category of Activity (check one)

_____ 1
_____ 2
_____ 3
_____ 4
_____ 5

III. Date of Activity: From _____ To _____

IV. Name of Activity:

V. Approximate Time Spent (in hours) on this Activity:
_____ Hours

VI. Description of the Activity:

VII. Description of your role in this activity:

VIII. Ways in which this activity was beneficial to you/your students or the school/school system:

I verify that I personally engaged in this activity and that all information on this form is accurate.

_____ _____

Counselor's Signature Date

AT A GLANCE

Tennessee Career Ladder Test

Reading Skills

52 multiple choice items
70% = passing score
(36 correct answers out of 52 items)

Writing Skills

Writing assignment
Pass/Fail = scoring

Professional Skills Test

2 multiple choice subtests
25 items per subtest
No passing score -- used as a weight in the total evaluation

Test Dates

April 12, 1986

Registration Information

State Testing and Evaluation Center
25 HPER Building
1914 Andy Holt Avenue
Knoxville, Tennessee 37996-1530
615-974-5385

The following section provides details of the Career Ladder Test.

THE TENNESSEE CAREER LADDER TEST

Introduction

The Tennessee Career Ladder Test consists of three sections: Reading Skills, Writing Skills and Professional Skills. The test is **required** of all Career Level II and III counselors.

Reading Skills Test

The Reading Skills Test consists of fifty-two (52) reading items taken from professional journals and materials related to education. All items are multiple choice and require you to determine main idea, detail, fact or opinion, or inference in each selection. The passing score is thirty-six (36) correct answers out of 52 items (70%).

Writing Skills Test

The Writing Skills Test is an assignment intended to elicit a writing sample. Your assignment requires a written response to a situation which might be a part of your professional responsibilities. For example, you may be asked to write a letter to parents or a letter of recommendation for a student. This test is scored pass/fail.

Professional Skills Test

The Professional Skills test consists of multiple choice items. The test is divided into four subtests that measure four of the domains in the evaluation system. Counselors are required to take only <u>two</u> of these subtests. They are as follows:

- Evaluation of the Effects of Instruction (25 items)
- Practices and Procedures for Effective Classroom Management (25 items)

This is not a pass/fail test. Scores are generated for each of the two subtests. These scores create a data source for the domains and are a part of the final evaluation result.

Test Scores

All counselors **must** take the Tennessee Career Ladder Test as part of the evaluation process and **must** have scores on file with the State Testing and Evaluation Center during the year in which they are evaluated. All counselors must pass the Reading and Writing Tests as a screening competency. Failure to pass either of these tests eliminates a counselor from the evaluation process for Career Level II or III.

Counselors may retake the Career Ladder Test whenever it is offered. Fall and Spring test dates are available each year. Information about test administration may be obtained from the State Testing and Evaluation Center (615-974-5385). The test date for the remainder of the 1985-86 school year is April 12. Counselors receive a study guide when they register for the test. Registration information may be obtained from the State Testing and Evaluation Center, 25 HPER Building, 1914 Andy Holt Avenue, Knoxville, Tennessee 37996-1530.

N.T.E. Score Substitution

Counselors may substitute a score on the National Teacher Exam Core Battery Communication Skills Test for the Reading and Writing Tests. The counselor must meet the qualifying score set by the State Board of Education. The counselor must request that this score be forwarded by the Educational Testing Service to the State Department of Education. Do not send N.T.E. scores to the State Testing and Evaluation Center. It is the counselor's responsibility to request that the score be forwarded by E.T.S. to: Tennessee State Department of Education, Career Ladder Certification, Room 104 Cordell Hull Building, Nashville, Tennessee 37219.

AT A GLANCE

Scoring and Equating

- Calculating the counselor's score

  - Scores from each instrument are placed on the same scale.
  - Multiply scores by their assigned weight.
  - Add them up.
  - Put them on a 200-800 scale.
  - See if they are above qualifying scores.

Highest	800
Level III (qualifying)	700
Level II (qualifying)	600
Lowest	200

- Weight by Instrument/Competency (chart)

  The following section provides a detailed report on the technicalities of the scoring system.

SCORING AND EQUATING

Introduction

The scores in the Tennessee Teacher Career Ladder Evaluation System result from a compilation of the data collected by instruments and from a consensus judgement of the evaluators. In order to determine whether a candidate qualifies for Career Level II or III, we must accomplish two things: we must determine the candidate's score and we must determine whether that score is high enough to qualify for Career Level II or III.

Calculating the Candidate's Score

In order to calculate a candidate's score, we must combine the data gathered on the Career Ladder instruments. In order to do this we must:

1. Put the scores on the same scale
2. Multiply them by their assigned weights
3. Add them
4. Put them on the 200-800 scale
5. See if they are above the qualifying scores

The following explains why each step is needed, and how it is done.

Step I: Put the scores on the same scale

Scores must be put on the same scale so that they can be added. If one score is on a scale from 1 to 5, and another on a scale from 1 to 100 it is not appropriate to add them.

The scores in the Career Ladder Evaluation System begin with many different scales. Here is a brief description of how each of the eight instruments is scored. The instruments are as follows:

- the Observation
- the Dialogues in Planning, Delivery of Services, and Evaluation/Program Management
- the Principal Questionnaire
- the Student Questionnaire
- the Teacher Questionnaire
- the Peer Questionnaire
- the Professional Development and Leadership Summary, and
- the Tennessee Career Ladder Professional Skills Test.

Observation

The observation is not scored separately but is used as part of the consensus judgement of the evaluators.

Dialogues

The counselor/evaluator dialogues are scored on a five-point scale. These points are identified as unsatisfactory, below average, average, outstanding, and distinguished. Scores are calculated as the average scores of items measuring the same indicator.

Questionnaires and Evaluator Consensus Judgement

The Student, Teacher, and Peer Questionnaires are scored on a five-point scale, plus a "Do Not Know" response. Scores are calculated as the average scores of items measuring the same indicator. A "Do Not Know" response neither helps nor hinders a teacher. If an item is marked "Do Not Know," the weight is removed from the scoring and the score is calculated based on the remaining items.

The Principal Questionnaire and the evaluators' consensus judgement are scored on a ten point scale plus a "Do Not Know" response. Each scale is directly related to a score on the 200-800 reporting scale. The following scales and corresponding number on the 200-800 reporting scale is as follows:

Conversion Scale Chart for Principal Questionnaire

Career Ladder Status	Rating Score	200-800 Scale Conversion
III	3+	800
	3	750
	3-	725
II	2+	699
	2	650
	2-	625
I	1+	599
	1	450
	1-	300
Below Level I	0	200

Professional Development and Leadership Summary

The Professional Development and Leadership Summary is rated on a five-point scale. These points are identified as unsatisfactory, below average, average, outstanding, and distinguished. Scores are calculated as the average scores of items measuring the same indicator.

Tennessee Career Ladder Test

The Tennessee Career Ladder Test has three parts. The Writing Test is scored pass/fail. The Reading Test is 52 questions and 36 or more correct is passing. The Professional Skills Test has 25 questions on each of four domains--Planning, Teaching Strategies, Evaluation, and Classroom Management. The scores are calculated as the number of items correct (0-25) for each domain. Counselors are required to take the reading and writing portion of the test if the communications section of the National Teacher's Exam (NTE) is not substituted and are required to take the evaluation and classroom management portions of the Professional Skills Test. The scores on these two sections only are weighted and added to the evaluator's final score in the appropriate domains. The score from the classroom management portion is weighted and added to the Delivery of Services Domain.

Once the evaluation teams have completed all the teacher evaluations for the year, they return to a central location to meet in teams for **Evaluator Consensus**. At this time the three evaluators who have been on your evaluation team discuss their assessment of your performance. They assign a consensus decision score for the Planning Domain, the Delivery of Services Domain, the Program Management Domain, and the Evaluation Domain. A consensus decision score is not given for the Leadership Domain. The scores that are assigned by the evaluation team comprise 40% of the total evaluation score.

Standard Scores

All of the scores from the instruments are reported to the candidate on the scale they were scored on. In order to add them, however, we express them as standard scores. We use the actual means and standard deviations of the field test data to adjust the scores to a common scale.

Step 2: Multiply them by their assigned weights

We give each score a weight which reflects its importance in the system. Things considered to be more important are given greater weights. To give each score its assigned weight in the system, we multiply it by the weight listed for it in the Table of Weights. The table is included in this Orientation Manual on page 67.

Step 3: Add them

We do this to get total scores. Actually we have to add in two stages. First we add up the scores for each domain so that we can compare the domain totals to the required minimum scores. Then we add up all of the domain scores to get the total so that we can compare the total to the Level II and Level III qualifying scores.

Step 4: Put them on the 200 to 800 scale

We put the scores on the 200 to 800 scale for simplicity and convenience in reporting them. Scores on the common scale go from about -3.0 to about +3.0. The combination of positive and negative signs and decimal portions are confusing. Most large testing programs use reporting scales like this to make test results easier to understand.

To understand how scores are put on the 200 to 800 scale, you need to realize that all of the scores are initially on the standard score scale (-3.0 to +3.0) -- not just each candidate's score but also all qualifying scores (these have already been determined). Since all of the scores are on one scale and we want them all on another, all that is needed is to match up the points which are already set, and then space out the others in between:

Standard Scores Scale	200-800 Scale Equivalent
highest (about 3.0)	800
Level III qualifying	700
Level II qualifying	600
lowest (about -3.0)	200

The other standard scores are assigned in equal intervals between 200 and 600, 600 and 700, and 700 and 800. Minimum scores, which are also set initially on the score scale, are handled in the same way, but separately for each domain. In that case, the points which are already set are the lowest (200), highest (800) and minimum qualifying (450) -- the others are spaced out in between for each domain separately.

Step 5: See if they are above the qualifying scores

Once both the minimum and qualifying scores and the candidate's scores are on the same 200-800 scale, we can easily determine whether the candidate's scores are high enough to qualify for Career Level II or III. To qualify, the candidate must do the following:

1. have sufficient years of experience,
2. pass the screening tests in Reading and Writing,
3. have scores in each domain which meet or exceed the minimum qualifying scores, and
4. have a total score which meets or exceeds the qualifying score for Career Level II or III

Weights by Instrument and Competency/Counselor System

The chart showing the weights by Instrument and Competency is found on the following page. The Basic Communication Domain is not shown on the chart because it is a screening domain that is scored pass or fail. This domain does not generate any weight for the qualifying scores for upper career level status.

WEIGHT BY INSTRUMENT AND COMPETENCY
COUNSELOR SYSTEM
INSTRUMENT

	OBSERVATION	DIALOGUE	SUMMARY	PRINCIPAL QUESTIONNAIRE	PEER QUESTIONNAIRE	STUDENT QUESTIONNAIRE	TEACHER QUESTIONNAIRE	PROF. SKILLS TEST	TOTAL
I. Planning									
A.		35		10					45
B.		50		10					60
C.		35		10					45
Totals		120		30					150
II. Delivery of Services								45	45
A.		65		9		60	10		144
B.		65		9			15		89
C.		65		9		25	10		109
D.				9		10			19
E.				9		25	10		44
Totals		195		45		120	45	45	450
III. Evaluation								15	15
A.		25		5			19		49
B.		25		5		8	8		46
C.		25		5		2	8		40
Totals		75		15		10	35	15	150
IV. Program Management									
A.		50		6					56
B.		50		9			35		94
Totals		100		15			35		150
V. Leadership									
A.			25	3					28
B.			20	3	16		13		52
C.			5	4	4		7		20
Totals			50	10	20		20		100

AT A GLANCE

Notification of Results

■ Results

- A certified letter from the State Certification Commission informs you of your Career Ladder status.
- Scores are listed by domain. A total score is also given.

■ Summary Conference

After receiving your results, you will receive information concerning a summary conference with an evaluator.

Activities of the summary conference:

- Analysis of the score report
- Career Development opportunities
- Career Level II and III contract options

The following section provides details on "Notification of Results."

NOTIFICATION OF RESULTS

Introduction

Once the evaluation process is complete and scores are generated for each candidate, you are notified of your results in two ways. The first is by letter; the second is by summary conference with an evaluator.

Notification by Letter

As soon as your results are completed, you will receive a certified letter from the State Certification Commission informing you of your Career Ladder status. This letter gives you your scores in each domain and your total score. After you have received your results, your name is submitted to the Certification Commission and the State Board of Education for formal approval.

Summary Conference

The summary conference is a vital part of the evaluation process. Soon after you have received your results, you will receive notification of a summary conference with an evaluator. At this summary conference you will be given a detailed score report on each indicator by instrument and your scores for each domain. This includes the 60% score generated from the instruments and the 40% score assigned by your evaluation team. At the conference an evaluator will interpret your score report.. You are also told of Career Development opportunities that exist for your particular situation, whether you are a Career Level I, II, or III counselor. At the conference you are given informtion about extended contract options for Career Level II and III counselors.

AT A GLANCE

Rights of Counselors

The following section explains these rights in detail.

RIGHTS OF COUNSELORS

Introduction

The Career Ladder Evaluation System is created around the concept that counselors have rights in the evaluation process. These rights can be classified as procedural/evidential rights, appeal rights, humanitarian and civil rights, and other rights.

Procedural/Evidential Rights

It is believed that counselors have the following procedural/evidential rights:

- counselors have the right to a fair, unbiased and objective evaluation of their professional competence.
- counselors have the right to notice concerning evaluation procedures.
- counselors have the right to be informed of the summative results of their evaluation.
- counselors have the right to be evaluated on the basis of relevant criteria.
- counselors have the right to be evaluated on established criteria rather than on hearsay or rumor.
- counselors have the right to request the replacement of one member of the evaluating team prior to the established deadline.

Appeal Rights

The Comprehensive Education Reform Act provides counselors with the right of review of a decision denying Career Ladder certification according to the following procedure.

If a counselor is not recommended for certification by the State or Regional Commission, he/she may request the State Board of Education to review the Commission's decision.

The counselor has 30 days from the date of the Commission's decision within which to file or postmark a letter requesting the review. The letter must be

mailed or delivered to the State Board of Education at the following address:

Dr. Brent Poulton, Executive Director
State Board of Education
117 Cordell Hull Building
Nashville, Tennessee 37219

This letter must contain a detailed statement of the reason(s) for the request for review. At the same time, the counselor must also file a copy of his or her letter and statement with the superintendent of the school system employing the counselor.

Upon receipt of this request, the State Board of Education will appoint a staff member who will be responsible for conducting the review. This staff member will base his or her decision on a record that is prepared by the State Certification Commission.

The Commission's record will contain all documents, statements and other materials that are pertinent to the basis for a decision, including those submitted by the counselor and/or school system. Once the preliminary record is compiled, the Commission shall notify the counselor by letter of its compilation. The counselor will have 30 days from the postmark date of this letter to review the record and submit any further materials in rebuttal for inclusion in the record.

The Commission will then forward the final record to the State Board of Education. The designated State Board of Education staff member will review the record and prepare proposed findings of the fact and a recommended decision. This decision shall be sent to the counselor, the local school system and the Certification Commission within 90 days of the State Board of Education's receipt of the completed record.

If a counselor is not satisfied with the State Board of Education's decision, the counselor may file a request for a hearing.

Complete rules regarding the initial staff review, the hearing, and deadlines are available from the State Board of Education upon request.

Humanitarian and Civil Rights

It is believed that counselors have humanitarian and civil rights during the evaluation process. These are:

- counselors have a right to humane evaluation procedures.

- counselors have the right to the use of nondiscriminatory evaluation criteria and procedures.

Other Rights

Counselors who were certified and employed on a full-time basis as educators prior to July 1, 1984 have the right to withdraw from the Career Ladder Certification Program and return to the original certification program. Counselors have the right to exercise this option only one time.

AT A GLANCE

INSTRUMENT SECTION

PRE-OBSERVATION CONFERENCE RECORD

Candidate:_____ **S.S. No.**_____

Evaluator:_____**No.**_____

Observation Visit: A B C **Times:**_____ / _____**Date:**_____
Obs. 1 Obs. 2

Subject Area(s) _____**Grade Level(s)** _____

I. General Nature of the Observation:

Obs. 1

Obs. 2

II. Major counselor activities:

Obs. 1

Obs. 2

III. Major activities of those to be served during observation:

Obs. 1

Obs. 2

IV. General Comments:

V. Special conditions in school (code on front of observation record)

TENNESSEE CAREER LADDER SYSTEM

COUNSELOR OBSERVATION RECORD
COMPETENCY/INDICATOR CLUSTERS

CANDIDATE NAME: _____
(Last) (First) (Middle)

CANDIDATE NUMBER: _____

SYSTEM: _____ SCHOOL: _____

EVALUATOR NAME: _____ EVAL. #: _____

Visit	A1	B1	C1	D1
	A2	B2	C2	D2

OBS. DATE: _____

Mark if any of the following exist:

___ Unannounced observation
___ Excessive number of students
___ Assigned to inappropriate facilities
___ Low socio-economic status
___ Two or more counselors
___ Part-time counselor
___ Serves multiple schools
___ Student Aide(s)
___ Adult Aide(s)
___ Secretarial services available
___ Organizational Dysfunction

CLUSTERS	OBS 1	OBS 2
IB. Prepares plans and materials		
___ plans and selects services and program with school staff		
___ identifies content, materials and media and arranges for them		
___ incorporates procedures for teaching decision-making skills		
IC. Assists in planning appropriate counseling and guidance programs		
___ identifies staff and parent needs		
___ assists in planning parent education programs		
___ assists in planning staff development programs		
IIA. Counsels learners		
___ provides appropriate language model		
___ continuing consultation		
___ directs to other agencies/persons		
___ asks help from others		
IIB. Works with school staff		
___ educational development activities		
___ interpersonal/self-concept activities		
___ career/pre-vocational activities		
IIC. Effective career development, educational and informational services		
___ up-to-date information on career opportunities to students/parents		
___ up-to-date information on educational opportunities to students/parents		

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CLUSTERS	OBS 1	OBS 2
IIC. (continued)		
___ assists students in planning for and/or obtaining educational, career, and employment		
___ develops decision-making skills		
IID. Appropriate counselee behavior		
___ provides guidelines		
___ applies reasonable sanctions		
___ provides feedback		
___ controls situations		
IIE. Climate conducive to academic personal growth for learners		
___ setting for confidential communication		
___ encourages effort/progress		
___ supports excellence/ achievement		
___ regular communication with learners, staff and parents		
___ confidence that all learners can/will learn		
___ positive verbal behavior toward learners/staff/parents		
___ positive non-verbal behavior toward learners/staff/parents		
IIIA. Uses learner performance information to improve instruction		
Serves as a resource person for:		
___ using performance data for diagnosis/remediation		
___ developing evaluation materials/procedures		
___ identifying and arranging for diagnostic/assessment materials		

CLUSTERS	OBS 1	OBS 2
IIIB. Reports learner status to teachers, learners, and parents		
___ provides/interprets student performance information to teachers		
___ provides/interprets student performance information to learners and parents		
IVA. Maintains ongoing counseling/ guidance program		
___ establishes and maintains appropriate procedures		
___ follows applicable policies and procedures		
___ maintains accurate and up-to-date student records		
___ manages routine business record keeping		
IVB. Effective use of resources		
___ clear, detailed plans/ directions for staff/aides		
___ facilities accommodate variety of activities		
___ organizes/stores materials/ equipment for easy access by learners/staff		
___ uses time effectively		
VC. Serves as liaison for home/ school/community		
___ assists learners/families in obtaining help		
___ provides school program/ services information to parents		
___ serves as an information source for current laws and regulations		

CLUSTERS	OBS 1	OBS 2
VC. (continued) ___ promotes parent/community interest in school ___ works with peers, administrators, and community on curricular/extra-curricular activities VIA. Writes clearly and correctly ___ handwrites legibly ___ organizes written ___ uses vocabulary appropriate to audience ___ uses correct grammar and mechanics		

RATING SCALE

INDICATORS	RATING
IB. Prepares plans and materials	1 2 3 4 5 6
IC. Assists in planning appropriate counseling and guidance program	1 2 3 4 5 6
IIA. Counsels learners	1 2 3 4 5 6
B. Works with school staff	1 2 3 4 5 6
C. Provides effective services	1 2 3 4 5 6
D. Maintains appropriate counselee behavior	1 2 3 4 5 6
E. Maintains climate conducive to growth	1 2 3 4 5 6
IIIA. Uses information to improve instruction	1 2 3 4 5 6
B. Reports learner status	1 2 3 4 5 6
IVA. Maintains ongoing counseling/ guidance program	1 2 3 4 5 6
B. Makes effective use of resources	1 2 3 4 5 6
VC. Serves as liaison for home, school and community	1 2 3 4 5 6
VIA. Communicates effectively	1 2 3 4 5 6

RATIONALE

POST-OBSERVATION CONFERENCE RECORD

OVERVIEW

Candidate:_____**No.**_____

Evaluator:_____**No.**_____

Observation Visit: A B C **Times:** _____ / _____ **Date:** _____
Obs. 1 Obs. 2

I. General Nature of the Lessons:

Obs. 1:

Obs. 2:

Counselor Comments:

II. Describe Counselor Activities

Obs. 1:

Obs. 2:

Describe activities of those who were served:

Obs. 1:

Obs. 2:

Counselor Comments:

III. Additional comments about observed activities:

Counselor Comments:

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POST-OBSERVATION CONFERENCE RECORD

SUMMARY FORM

Candidate: _____ **No.** _____

Evaluator: _____ **No.** _____

Observation Visit: A B C **Times:** ____ / _____ **Date:** _____
Obs 1 Obs 2

Strengths Exhibited:

Areas of Need:

Recommendations:

Counselor Comments:

Evaluator Comments:

The signatures below do not necessarily indicate that the candidate agrees with the comments recorded by the observer. They simply verify that the conference has taken place.

_____ _____
Counselor's Signature Date

_____ _____

CANDIDATE NAME: _____ S.S.# _____

TENNESSEE CAREER LADDER
COUNSELOR SYSTEM

TEACHER QUESTIONNAIRE

You have been selected randomly to assess the counselor named above in the domains of Planning, Delivery of Services, Evaluation, Management, and Leadership. Please use a number two pencil and fill in the bubble which best describe this counselor's performance for each item:
(1) rarely (2) sometimes (3) about half the time (4) usually (5) almost always (6) don't know.

1. This counselor is available for counseling with students. IIA

2. This counselor directs students to other persons or agencies for help as needed. IIA

3. This counselor works with our school staff to provide schoolwide counseling/guidance programs. IIB

4. This counselor works with me in providing career development and pre-vocational activities for learners. IIB

5. This counselor provides up-to-date information for students. IIC

6. This counselor assists students in developing decision-making skills. IIC

7. This counselor uses information about student performance to improve schoolwide instruction. IIIA

8. This counselor reports learner status and progress to me. IIIB

9. This counselor asks me to provide information on the adequacy of the guidance program. IIIC

10. This counselor supports learner excellence and achievement. IIE

11. This counselor maintains regular communication with school staff. IIE

12. This counselor provides me with clear, detailed directions for guidance activities. IVB

13. This counselor takes a leadership role in improving education. VB

14. This counselor assists in establishing school goals. VB

15. This counselor takes an active role in achieving school goals. VB

16. This counselor initiates activities that take place in this school. VB

17. This counselor assists me in identifying and solving instructional/learning problems. VB

18. This counselor provides information concerning current laws and regulations which affect services for students. VC

19. This counselor serves as a resource for using student performance data for diagnosis/remediation of student needs. IIIA

20. This counselor serves as a resource for developing evaluation materials and procedures to assess student performance. IIIA

21. This counselor identifies with school/staff needed diagnostic and assessment materials. IIIA

22. This counselor uses information gained from a variety of sources to make changes in the counseling/guidance program. IIIC

23. This counselor organizes the placement and storage of guidance materials/equipment to facilitate access by teachers. IVB

24. This counselor assists students in obtaining appropriate help. VC

25. This counselor works cooperatively with others in planning and implementing curricular and extra-curricular activities. VC

26. This counselor promotes the school to parents and community. VC

27. This counselor discusses professional topics with colleagues. VB

28. This counselor is perceived as a positive influence within this school. VB

29. This counselor works with me in providing activities which develop positive self-concepts in students. IIB

30. This counselor works with me in providing activities for the educational development of students. IIB

CANDIDATE NAME: _____ S.S. # _____

TENNESSEE CAREER LADDER
COUNSELOR SYSTEM

PEER QUESTIONNAIRE

You have been selected by the counselor named above to assess his/her strengths in the areas listed below. All questions are items under the Leadership Domain, Indicators B and C. Please use a number two pencil to fill in the bubble which best describe this counselor's performance for each item: (1) rarely (2) sometimes (3) about half the time (4) usually (5) almost always (6) don't know.

1. This counselor shares materials and resources with colleagues. VB

2. This counselor shares ideas with colleagues. VB

3. This counselor conducts formal and informal meetings, workshops or training sessions. VB

4. This counselor is perceived as a leader in the school and/or school system. VB

5. This counselor exhibits leadership qualities. VB

6. This counselor is perceived as a positive influence in the school system. VB

7. This counselor works cooperatively with peers in planning counseling/guidance related activities. VC

8. This counselor discusses professional topics with colleagues. VB

9. This counselor assists peers and others in identifying and solving instructional/learning problems. VB

10. This counselor helps to achieve school/system goals. VB

11. This counselor promotes the school/system to parents, community, and others. VC

12. This counselor assists other counselors in their professional development. VB

13. This counselor initiates activities that take place in the school/system. VB

CANDIDATE NAME: _____ S.S. #: _____

TENNESSEE CAREER LADDER
COUNSELOR SYSTEM

STUDENT QUESTIONNAIRE

Grades 3-6

The Elementary Student Questionnaire is orally administered to grades three through six. STudents anonymously answer fourteen questions using a rating scale with the following response items: (1) rarely (2) sometimes (3) about half the time (4) usually (5) almost always (6) don't know.

1.	This counselor works with groups of students.	IIA
2.	Students feel that they can get help from this counselor if something is bothering them.	IIA
3.	Students believe that this counselor will find help for students if they need it.	IIA
4.	This counselor will help students learn good behavior in school.	IID
5.	This counselor talks to students about their school work.	IIIB
6.	This counselor helps parents/guardians understand how their children are doing in school.	IIIB
7.	This counselor wants students to do the very best they can.	IIE
8.	Students feel they can talk to this counselor about anything.	IIA
9.	Students feel that this counselor thinks all students can learn.	IIE
10.	This counselor has good things to say about students.	IIE
11.	This counselor asks students for ways he/she can help them.	IIIC

12. This counselor helps students learn how to make decisions. IIC

13. This counselor shares materials about the world of work. IIC

14. This counselor expects students to get along with others. IID

CANDIDATE NAME: _____ S.S. #: _____

TENNESSEE CAREER LADDER
COUNSELOR SYSTEM
STUDENT QUESTIONNAIRE

Grades 7-12

This student questionnaire is for use with grades 7-12. Students confidentially answer seventeen questions using a rating scale with the following response choices: (1) rarely (2) sometimes (3) about half the time (4) usually (5) almost always (6) don't know.

1.	Students feel that this counselor will tell them where to find help if they need it.	IIA
2.	This counselor is available for students who need help.	IIA
3.	This counselor works with groups of students.	IIA
4.	This counselor will help students with academic problems.	IIA
5.	This counselor will help students with personal or social problems.	IIA
6.	This counselor provides students with up-to-date information about careers.	IIC
7.	This counselor will help students plan their high school education.	IIC
8.	This counselor will help students plan what to do after they leave high school.	IIC
9.	This counselor helps students learn how to make decision.	IIC
10.	This counselor is available to talk to parents or guardians about how students are doing in school.	IIIB
11.	This counselor explains test scores to students.	IIIB
12.	This counselor asks students for ways he/she can help them.	IIIC
13.	This counselor expects students to have good behavior in school.	IID

14. This counselor tells students about the guidance program. IIE
15. This counselor wants students to do the very best that they can. IIE
16. This counselor thinks all students can learn. IIE
17. This counselor has good things to say about students. IIE

TENNESSEE CAREER LADDER
COUNSELOR SYSTEM
PRINCIPAL QUESTIONNAIRE

CANDIDATE NAME _____ **SOC. SEC. #** _____

SCHOOL NAME _____

Directions: For each question, place an "X" in the box which best describes your assessment of the counselor for placement on the Career Ladder. Rating a counselor should not be dependent on the level for which the counselor is applying. For example, a counselor applying for Career Level II may receive a Career Level III score. The rating should be made on the counselor's performance, not on the application level.

	Level III			Level II			Level I			Below I	Don't
	3+	3	3-	2+	2	2-	1+	1	1-	0	Know
IA. Establishes appropriate goals and related objectives consistent with the programs of the school/system											
IB. Prepares plans and materials for counseling, career development, educational and informational services/programs											
IC. Assists in planning appropriate programs related to counseling and guidance for school staff and parents											
IIA. Counsels learners, individually and in groups, in regard to their personal-social, educational and/or career needs.											
IIB. Works with school staff to provide schoolwide counseling/guidance programs											
IIC. Provides effective career development, educational and informational services											
IID. Establishes and maintains appropriate counselee behavior											
IIE. Establishes and maintains a climate conducive to personal and academic growth of students											
IIIA. Uses information about learner performance to improve schoolwide instruction											
IIIB. Reports learner status and progress to teachers, learners and parents											

	Level III			Level II			Level I			Below I	Don't Know
	3+	3	3-	2+	2	2-	1+		1-	0	
IIIC. Evaluates services/programs provided to learners, teachers, and parents											
IVA. Maintains an ongoing counseling/ guidance program in cooperation with other school staff											
IVB. Makes effective use of resources											
VA. Improves professional skills and knowledge											
VB. Takes a leadership role in improving education											
VC. Serves as a liaison for home, school and community											
VD. (Screening)* Performs professional responsibilities efficiently											
VIA. Writes clearly and correctly											
VIB. Reads professionally relevant literature/materials with comprehension											

COUNSELOR/EVALUATOR DIALOGUE

PLANNING FOCUS

1. How do you decide what your counseling/guidance program should be? Briefly outline your program for the year. Discuss your goals and objectives for your program.

   Look For:
   - -Broad, long-range goals related to the total school program
   - -Program plans containing:
     - specific objectives stated in terms of behavioral outcomes whenever possible
     - targeted activities with projected timelines and due dates
     - specific plans for evaluation
     - integration with other programs and services of the school and school system
   - -Planned, sequenced guidance program including career development, counseling, educational and informational services
   - -Assessment results used in program planning

NOTES:

SCORES:

	Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IA 1. Uses of goals and objectives related to the school program	1	2	3	4	5
IA 2. Uses of scope and sequence in program planning	1	2	3	4	5
IA 3. Use of assessment information	1	2	3	4	5
IA 4. Specificity and comprehensiveness of planning	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

PLANNING FOCUS

2. How do you determine your strategies for delivering the services you've outlined and for selecting the materials you will need and use?

Look For:

- Logical and complete explanation
- Materials/media related to goals and objectives
- Evidence of planning with teachers and other staff
- Consideration of differences in students served
- Consideration of needs for counseling, career development, educational and informational services needs
- Procedures for teaching/refinement of student decision-making skills

NOTES:

SCORES:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IB 5.	Logic and completeness of plans	1	2	3	4	5
IB 6.	Use of materials/media related to goals and objectives	1	2	3	4	5
IB 7.	Use of materials/media appropriate for students	1	2	3	4	5
IB 8.	Use of strategies/materials/media appropriate to all facets of the guidance/counseling program	1	2	3	4	5
IB 9.	Teaching/refinement of student decision-making skills	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

PLANNING FOCUS

3. How do you assist in planning appropriate programs related to counseling/guidance for school staff and parents?

Look For:

- Needs assessment
- Goals and objectives for parents education programs

NOTES:

SCORES:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IC 10.	Use of goals and objectives in assisting with staff development and parent education programs	1	2	3	4	5
IC 11.	Assistance in planning parent education programs related to counseling and guidance	1	2	3	4	5
IC 12.	Assistance with staff development programs related to counseling/ guidance	1	2	3	4	5
IC 13.	Use of needs assessment data in assisting with program planning	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

DELIVERY OF SERVICES FOCUS

1. How do you establish and maintain counseling relationships with students? How and when do you determine to use resource persons or agencies to help students?

   Look For:

   - Individual and group counseling activities
   - Personal/social, educational and career counseling
   - Formal and informal contacts with students
   - Patterns of continuing counseling
   - Referral procedures
   - Knowledge of resource persons or agencies and specific types of help available

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IIA 1.	Invites and receives students for continuing counseling	1	2	3	4	5
IIA 2.	Directs students to other persons or agencies for help when appropriate	1	2	3	4	5
IIA 3.	Uses other persons to meet the needs of individual students	1	2	3	4	5
IIA 4.	Provides an appropriate language model	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

DELIVERY OF SERVICES FOCUS

2. Briefly outline how you work with the school staff to provide your schoolwide counseling/guidance program. Describe how you serve the faculty as a resource person in developing guidance related materials and activities for their classrooms.

Look For:

- Staff input in implementing the counseling/guidance program
- Roles of the staff in the counseling/guidance program
- Schedules for working with the staff
- Career development and work/living skills
- Activities/materials concerning social-emotional growth, career development, and educational development of students

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IIB 5.	Works with teachers/staff in developing guidance-related activities and materials for the classroom	1	2	3	4	5
IIB 6.	Works with the staff in implementing a schoolwide counseling/guidance program	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

DELIVERY OF SERVICES FOCUS

3. How do you provide information about career, educational and employment opportunities to students and parents? Describe how you assist students in developing and refining decision-making skills.

Look For:

- Initiation of services to students
- Initiation of services to parents
- Variety of services in all areas
- Provision of up-to-date information
- Specific activities and strategies for developing student decision-making skills
- Variety of information communication strategies

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IIC 7.	Provides up-to-date information to parents	1	2	3	4	5
IIC 8.	Provides up-to-date information to students	1	2	3	4	5
IIC 9.	Assists students in planning and/or obtaining educational, career and employment opportunities	1	2	3	4	5
IIC 10.	Assists students in developing decision-making skills	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

EVALUATION/MANAGEMENT FOCUS

1. How do you use information about learner performance to improve schoolwide instruction?

   Look For:

   - Assistance to teacher in analyzing student test results
   - Assistance to teachers in developing evaluation materials and procedures
   - Use of diagnostic and assessment results
   - Assistance to teachers in analyzing assessment results in such areas as attitudes, behavior and interest

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IIIA 1.	Serves as a resource person in using learner performance data for diagnosis and correction.	1	2	3	4	5
IIIA 2.	Serves as a resource person in developing evaluation materials and procedures.	1	2	3	4	5
IIIA 3.	Identifies with school staff needed diagnostic and assessment materials and arranges for them.	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

EVALUATION/MANAGEMENT FOCUS

2. Briefly outline how you report learner status and progress to teachers, learners and parents.

Look For:

- Communication of assessment results of parents, students and teachers
- Interpretation of assessment results to parents, students and teachers
- Reporting learner status pertaining to personal and social growth, emotional development and academic achievement

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IIIB 4.	Communicates assessment results to teachers, students, and parents.	1	2	3	4	5
IIIB 5.	Interprets assessment results to teachers, students, and parents.	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

EVALUATION/MANAGEMENT FOCUS

3. How do you evaluate the services and programs you provide to students, teachers, and parents? Briefly discuss changes you have made as a result of evaluation.

Look For:

- Surveys and needs assessment
- One-to-one and small group communications
- Follow-up studies
- Analysis of assessment results
- Changes made as a result of the assessments
- Comprehensiveness of evaluation

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IIIC 6.	Uses information gathered from students, parents, and teachers to make program changes.	1	2	3	4	5
IIIC 7.	Uses findings of follow-up studies to make program decisions.	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

EVALUATION/MANAGEMENT FOCUS

4. Discuss how you use other staff in managing an ongoing counseling/guidance program. Describe procedures you use for maintaining the counseling/guidance program.

Look For:

- Procedures for managing counseling/guidance activities
- Follow-up procedures
- Maintenance of routine business and record keeping
- Involvement of staff
- Guidance committees

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IVA 8.	Maintains an ongoing counseling/ guidance program in cooperation with other school staff.	1	2	3	4	5
IVA 9.	Manages routine business and record keeping of the counseling/ guidance program.	1	2	3	4	5

COUNSELOR/EVALUATOR DIALOGUE

EVALUATION/MANAGEMENT FOCUS

5. How do you use available resources in managing your counseling/guidance program?

Look For:

- Time management
- Use of facilities and materials
- Clear directions for assistants
- Placement and storage of materials
- Accessibility of materials/ equipment to learners and staff

Notes:

Scores:

		Unsatisfactory	Below Average	Average	Outstanding	Distinguished
IVB 10.	Makes effective use of resources	1	2	3	4	5
IVB 11.	Use of facilities to accommodate the counseling/guidance program	1	2	3	4	5

GLOSSARY

Academic: relating to liberal or general education, especially to that which prepares the student for college.

Comprehensive: extensive; large in scope or content; including the total guidance program.

Comprehensiveness of Planning: the extent of the counseling/guidance program.

Diagnostic: relating to any tool or instrument used to investigate/determine essential characteristics.

Documentation: tangible evidence

Evidence: material that can be used to support statements made by the candidate.

Feedback: information given to an individual about his/her performance.

Formal Assessment: means of obtaining information for evaluation purposes using a structured collection of evidence (e.g., tests, questionnaires, surveys).

Goal: statement of intended direction.

Counseling/guidance goals: statements of intended direction for the counseling/guidance program. Goals should be related to school/system/state goals and accurately reflect the counseling/guidance program.

Informal Assessment: means of obtaining information for planning and evaluation, using a less structured method than formal evaluation.

Informational Services: provision of knowledge or facts acquired from study or observation.

Leadership Activities: activities the candidate has conducted (with teachers or peers) that attest to his/her initiatory behavior.

Logic and Completeness: interrelation of goals/objectives/events used in determining strategies for delivery of services.

Look For: specific hints/reminders of areas to be considered in dialogue with evaluators.

Monitoring: checking, observing or gathering information about a situation, person or event.

Objective: statements of measurable outcomes.

Counseling guidance objectives: statements of measurable outcomes for the counseling/guidance program.

Off-task: engaged in behavior inappropriate to the task at hand.

On-task: engaged in behavior appropriate to the task at hand.

Organizational Dysfunction: situation or condition in the school (beyond counselor's control) that makes normal procedures difficult or impossible.

Procedure: sequence of steps used in completing a task.

Professional Development Activities: description of activities in which candidate has participated to increase professional skills, knowledge or abilities.

Remediation: provision of additional aid in an area of need.

Scope and Sequence of Planning: breadth and depth; interrelationship of events following a rationale or logical pattern.

Specificity of Planning: the degree to which details of the counseling/guidance program plans are stated.

Student Performance: data (e.g., test results, student behavior) which provide measurement or evaluation of learning or change.

Strategy: careful plan or method.

CAREER LADDER PERSONNEL

Career Ladder Personnel and State Department of Education District Staff members are available to assist you. If you have an unanswered question or find yourself in a unique situation, please feel free to call upon anyone who may be of assistance to you. Each team of evaluators is assigned to a Regional Coordinator(s). This can be done with the assurance that the conversation is confidential and made without any fear of retribution.

The Regional Coordinators are as follows:

East Tennessee

Brenda Smith
Sheryl Sperry
State Department of Education
Career Ladder Office
Box 7
1609 College Park Drive
Morristown, Tennessee 37814

Telephone: 615-581-5755

Middle Tennessee

Pat Bedwell
Brenda King
State Department of Education
Career Ladder Office
1150 Menzler Road
Room 207
Nashville, Tennessee

Telephone: 615-741-5810

West Tennessee

Joan Pritchett
State Department of Education
Northwest Tennessee Development
District
124 Gooch Hall
University of Tennessee at Martin
Martin, TN 38238

Telephone: 901-587-7571

West Tennessee

Eleanor Rooks
State Department of Education
Southwest Tennessee Development
District
Williamsburg Square
59 Conrad Drive, Suite 100
Jackson, TN 38305

Telephone: 901-423-5605

You may call the Career Ladder Hotline in Nashville by dialing **1-800-342-5005.** Following is a list of other Career Ladder staff members and their telephone numbers:

Carol Furtwengler, Assistant Commissioner	615-741-7816
George Malo, Associate Ass't. Commissioner	615-741-7816
Joe Minor, Evaluator/Training Coordinator	615-741-7816
Russell French, Certification Commission	615-741-7816
Stan Hamilton, Office of Career Ladder Certification	615-741-5262
Jane Williams, Teacher Certification	615-741-1644
Nancy Simpkins, Teachers' Study Council	615-741-2265
Cathy Csaky, Legal Counsel	615-741-7816
Harriet Medlin, Teacher Evaluation	615-741-7816

The following are contact numbers for the State Department of Education District Offices:

East Tennessee Development District
State Department of Education
305 West Springdale Avenue
Knoxville, Tennessee 37917
(615) 673-6044

First Tennessee Development District
State Department of Education
1110 Seminole Drive
Johnson City, Tennessee 37601
(615) 926-1109

Memphis Delta Development District
State Department of Education
Memphis State University
Memphis, Tennessee 38152
(901) 454-2980

Mid-Cumberland Development District
State Department of Education
1130 Menzler Road
Nashville, Tennessee 37210
(615) 741-7054

Northwest Tennessee Development District
State Department of Education
124 Gooch Hall
University of Tennessee at Martin
Martin, Tennessee 38238
(901) 587-7568

South Central Development District
State Department of Education
805 1/2 Nashville Highway
Columbia, Tennessee 38401
(615) 388-5555

Southeast Tennessee Development District
State Department of Education
Cleveland State Community College
Room 138, Vocational Building
Cleveland, Tennessee 37311
(615) 472-7141

Southwest Tennessee Development District
STate Department of Education
Williamsburg Square
59 Conrad Drive, Suite 100
Jackson, Tennessee 38301
(901) 423-5605

Upper Cumberland Development District
State Department of Education
Tennessee Technological University
Box 5077
Cookeville, Tennessee 38505
(615) 528-5431